



Tenterfields Primary School

Policy for Marking

1 Introduction

1.1

At Tenterfields, we believe that effective marking provides essential information to accelerate learning and inform next steps in teaching. Feedback is regularly given to our children about their learning in order to support their continued understanding of what it is that they need to do to “plug their gaps” and progress. We believe that marking should be purposeful, positive, manageable, clear and consistent.

2 Aims and objectives

2.1

Marking is an integral part of the assessment for learning process and should:

- Provide feedback to each child on their successes and next steps in their learning journey;
- Indicate where an individual isn't confident and prompt discussion between themselves and their teacher;
- Show where discussions between the teacher and child have taken place and feedback shared;
- Be informative for pupils, teaching staff, parents and others reading each learning journey (e.g. during moderation or monitoring of standards);
- Support each learner in moving forward with their knowledge, skills and understanding;
- Inform choices for future provision and planning.

2.2

Effective marking should:

- Relate directly to the learning objective of the lesson and the expected outcomes;
- Provide evidence of attainment and achievement whilst ensuring pupils feel successful and know their next steps;
- Be immediate in order to have a positive impact on children's learning and progress;
- Empower pupils to feel ownership of their learning and progress;
- Motivate individual learners.

3 The Role of the Teaching Staff

3.1

- As part of planning effective lessons and learning pathways, teaching staff must decide on skills-based learning objectives, presented as a question eg “Can I...” / “Do I know/understand...” which is related to the curriculum and expectation, and the prior attainment, experience and social/emotional needs of the children;
- Expected outcomes for groups and individuals should be clear and challenging and within the extended grasp of the children;
- Pupils should have a clear idea of how to ensure their own success using “**WAGOLs**” (**What A Good One Looks Like**) or **Success Criteria** through each session;
- When the learning objective is achieved, **green highlighting** of the objective signifies success to the children (“**Green for Great**”);
- “**Pink To Thinks**” are highlighted where “**gaps in learning**” are evident, and a **WAGOLL** should be provided where necessary, to correct misconceptions, explaining mistakes clearly (“**plugging the gap**”).

3.2

- Evidence of attainment should be marked as **independent** using **(I)** under the learning objective and the piece of evidence should be tabbed; “**Guided group**” and/or teaching staff initials signify supported learning;

- Feedback can be given via written and verbal comments and/or using relevant stamps or stickers and should be developmental and /or an extension to their learning journey.

3.3

- Children, through use of good models, assess their own and peer's work (reciprocal teaching and learning) using pink and/or green sticky notes, taking responsibility for their own and other's learning successes. With written work, this may be achieved by pupils commenting on an example of the expected outcome being evident in their own or response partner's recording;
- When marking the work, teaching staff may only need to consider those parts which have already been highlighted by the children in order to assess whether the objective for that piece of work has been met;
- Children can also be encouraged to use highlighters to assess their work in line with the school policy - "Green for Great" "Pink To Think"

3.4

- Annotations of work should be consistent at least across each key stage to avoid confusion when children progress through the school. These should be written and highlighted in green or pink in order to stand out from the rest of the written recording and used by the children.

3.5

- Correction of spellings should be restricted to two or three and be related to the spelling ability of the child, spelling rules or letter strings currently being taught, or technical vocabulary which has been made explicit during the lesson.

3.6

- Correction of errors in punctuation should be restricted to one or two (or to a single paragraph or section where this is a significant issue), related to the ability of the child and to individual writing targets.

3.7

- Maths recording should be marked with a tick or dot. Comments should acknowledge the child's successes as well as the "gaps in their learning".

3.8

- Comments should be presented neatly and written in appropriate language to enable the child to understand and respond to what is required. They should be positive and constructive and indicate what the next step is for the child;
- Where a negative comment has been necessary, teaching staff need to follow the issue up so that the same comments are not seen in the books repeatedly.

3.9

- Children should be given time during the next session to take note of/ respond to developments and written feedback. They should also be given an opportunity to reflect on the comments and ask questions if they are unsure of what is required;
- Opportunities should be provided for the child to improve on their knowledge, skills and understanding, when gaps in learning have been identified.

4 The Role of the Parent

4.1

- Primarily through parents' consultation meetings, where necessary, parents need to be made aware of the way the school assesses and marks children's work. For example, not necessarily every child's work being marked each time, or marking reflects specific criteria being used. This may result in parents feeling that things have been overlooked for example, spelling, punctuation, and handwriting.

4.2

- Parents may gain information about the progress of their child from annotations and comments written on their child's work and targets in the front of books by the teaching staff;
- Parents should play an active role in helping their child to achieve targets indicated. This should be discussed with the child and the teaching staff.

4.3

- Parents should encourage their child to present their work in line with school expectations and provide them with the necessary writing tools to achieve this;
- Parents can be provided with the guidelines for presentation of work to help encourage this at home.

5 The Role of the Children

5.1

- Children should read and take careful note of annotations and comments written on their work. If there is any doubt or confusion about what the next step is for their learning, they should seek clarification, encouraging resourcefulness and resilience with the view to becoming effective, independent learners.

5.2

- Children should strive to make progress towards targets indicated on their work, or following discussion with teaching staff and/or their peers. If they are unsure about how they can best do this they should seek help.

5.3

- Children should strive to present work to the best of their ability, in line with whole school expectations and ensure that they have the necessary tools available in school to do so.

5.4

- Children should try to assess their own and/or other's work against the WAGOLL and /or Success Criteria

5.5

- Children should act as a 'critical friend' if marking or commenting on their peer's work, discussing successes ("**Green for Greats**") as well as areas for development ("**Pink to Thinks**").

6 Equal Opportunities

6.1

- This policy adheres to all the principles, aims and objectives set out in the school's Equal Opportunities and the Inclusion policy.

